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ABSTRACT

Designed for current and prospective instructional design (ID) professionals, this book focuses on developing and improving competencies associated with ID work. It is intended to take up where "Instructional Design Competencies: The Standards" (1986) leaves off. Chapter 1 defines ID, describes it as an emerging profession, and summarizes key issues that affect human performance in organizations. Chapter 2 reviews noninstructional solutions to human performance problems. Chapter 3 focuses on determining which projects are appropriate for ID solutions. Chapters 4-7 focus on analyzing instructional needs, learners, work settings, and work. Chapters 8-10 on performance objectives and measurement address writing statements of performance objectives, developing performance measurements, and sequencing performance objectives. Chapters 11-13 focus on delivering the instruction effectively. Topics include specifying instructional strategies, designing instructional materials, and evaluating instruction. The final six chapters discuss managing instructional design projects successfully. Chapters 14 and 15 focus on managing instructional design, chapters 16-18 center on communication skills for instructional designers, and chapter 19 sums up the lessons learned about being an effective instructional designer. Appendixes include a resource aid which presents the 16 competencies for ID work described in the 1986 standards, 466 references, and name and subject indexes. (YLB)

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